## CHƯƠNG TRÌNH & SGK TIẾNG ANH - HỆ ĐỔI MỚI - GIÁO ÁN GIẢNG DẠY KHỐI 12 - HKI

Date of preparation: ...../2018 Date of Teaching: ...../2018
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# TIẾT 01: A. Aims:

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- Help Ss to know about the English book grade 12 in general.(themes, tests, lessons etc.

- Introduce how to do an oral test, a fifteen minute tests and a written test.
- Some requires of student to study well English.
- To help Ss have the opportunities to develop their oral fluency.
- To introduce the theme and units.
- By the end of the lesson, students will be able to: know the topic, the theme and units.
- **B. Preparations:** Teacher: Handouts, textbook, boards, colored chalks and lesson plan.
  - Students: Textbook.
- **C. Methods:** The whole lesson: Integrated, mainly communicative.
- **D. Procedures:**

Activities	Interactions
1. Warm-up (8 minutes)	
Introduces herself to the students.	T <> Ss
Asks some students to introduce themselves:	
What's your name? Do you like English?	
Do you find English easy or difficult?	
Which is the easiest, the most difficult?	
Reading, speaking, listening, or writing?	Individually
Why do you learn English?	
How long have you learned English?	
Are you good or bad at English?	
2. Presentation (30 minutes)	
1. The text- book English 12	
- The 1 <sup>st</sup> term: * Unit 1- Unit 6: 8 parts for each unit: getting started, language,	
reading, speaking, listening, writing, communication and culture and looking	T <> Ss
back & project	
* Review 1, 2 * Test yourself 1	
* Written tests: 6: 15'(3) 45'(2) end- term (1)	
- The 2 <sup>nd</sup> term: * Unit 7- Unit 12: 8 parts for each unit: getting started,	
language, reading, speaking, listening, writing, communication and culture and	
looking back & project.	
* Review 3, 4 * Test yourself 2	
* Written tests: 6: 15'(3) 45'(2) end- term (1)	
2. Teacher's demand:	
- Read the lesson before studying in class.	
- Do all exercises at home.	
- It is good to find the meaning and the pronunciation of the new words in the	
dictionary at home.	
-Listen to the teacher attentively and take part in the lesson actively and	
creatively.	
- Take part in the activities that the teacher required such as pairs work, group	
work or individual	
- Each S has a notebook and book (student book and work book)	
Books * Text - book English 12 * Work - book English 12	
At home:	
* Prepare for the new lessons: content, structures, words and phrases,	
pronunciation	
* Revise the old lessons + do all the homework	
At class: * Participate in all activities * Keep the discipline	
3. Consolidation (5 minutes)	

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Students' assessment	T <> Ss
What do you find your English? Very good/ excellent:	
Good: Average: Bad: Very bad:	
- Give feedback.	
4. Homework (2 minutes)	T <> Ss
- Prepare Unit 1: Life stories Lesson1: Getting started	

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TIÉT 02: UNIT 1. LIFE STORIES

**LESSON 1. GETTING STARTED** 

# A. Objectives:

- **1. Language focus:** To introduce the overall topic of Unit 1: "*Life Stories*", lexical items related to *people's life stories*, homophones, revision of *the past simple* vs. *the past continuous*.
  - To check students' comprehension thorough True / False
  - To provide Ss with a chance to express their opinion about their choice.

Activities	interactions
1. Warm up (5 minutes)	
Answer some lead-in questions.	
1. Who is your favourite singer / footballer /?	T <> Ss
2. Why do you like him / her?	
3. Look at the picture on page 6 and answer questions: <i>Do you know who they</i>	
are? What do you know about them?	
Possible answers: 1. My favourite singer/ footballer is Son Tùng/ David	
Beckham.	
2. I like Son Tùng most because he not only sings beautifully but he is also	
really handsome. I like David Beckham very much because he both plays	
football excellently and is manly.	
3. I have no idea about the first photo. The second is Michael Jackson, a popular	
American singer and dancer. The third one is a good cook / chef. And the last	
one is two students. May be they are talking about the three people just	
mentioned.	
2. New lesson	
Activity 1: Listen and read (15 minutes)	T <> Ss
- Tell Ss that they are going to listen to a conversation.	
- Play the recording	

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- Ask Ss listen to the recording and read the conversation.	
+ Steven Paul "Steve" Jobs (February 24, 1955 – October 5, 2011) was an	
American entrepreneur, marketer, and inventor, who was the co-founder,	Whole class
chairman, and CEO of Apple Inc.	Whole class
+ Michael Joseph Jackson (August 29, 1958 – June 25, 2009) was an American	
singer, song writer, record producer, dancer, and actor.	
+ Christine Ha (May 9, 1979) is an American chef, the first blind contestant of	
the TV show Master Chef and winner of its third season in 2012.	
Activity 2: Read the conversation again. Decide whether the statements	Individually
are T or F. (12 minutes)	
- Ask Ss to work individually and finish the task	
- Ask them to exchange their answers with a partner.	
T (Quang says he hasn't decided between Steve Jobs and Michael Jackson.)	
NG	
F (Hung thinks Michael Jackson was a great dancer, but not an excellent singer	
and his singing voice became weak and thin in his later years.)	
F (Quang says M. Jackson's music inspired him to learn to play a musical	T <> Ss
instrument.)	
T (Quang says Christine Ha won the US Master Chef trophy in 2012. Hung says	
Christine is a blind chef and a gifted writer, very talented and determined, and	
it was absolutely amazing to watch her use all the kitchen tools and prepare the	
dishes.)	
T (Hung says Christine is a blind chef.)	
Activity 3: Discuss with a partner.	
If you were Quang, who would you choose to talk about, Steve Jobs or	
Michael Jackson? Why?	D : 1
- T has Ss read the question and discuss their answers with a partner; elicits	Pair work
some answers and writes the best ones on the board Ss discuss in pairs and	
answer the questions.  Possible answers:	
1. If I were Quang, I would choose to talk about Steve Jobs because he is	
amazingly talented - he was an entrepreneur, marketer, and inventor, who was	T <> Ss
the co-founder, chairman, and CEO of Apple Inc.	1 <> 33
2. If I were Quang, I would choose to talk about Michael Jackson because he was	
a wonderful singer, a professional dancer, a great song writer, a leading record	
producer, and a popular actor.	
Activity 4: Find the words in the conversation that have	
the same sounds as the following.	
- T explains briefly to Ss that many English words (or combinations of words)	
may have the same pronunciation, but different spellings and different	Individually
meanings. They are called homophones.	
1. too 2. eye 3. sea 4. one 5. no	
Feedback: 1. two 2. I 3. see 4. won 5. know	
Activity 5: Read the conversation again and write the correct tenses of the	T <> Ss
verbs in brackets.	
This activity focuses on revision of the past simple and the past continuous.	
- T asks Ss to give the correct tenses of the verbs in brackets first, and then has	Individually
Ss read the conversation to check their answers. <i>Feedback</i> : 1. became, wasn't	and pair
2. felt, was creating	work
	T <> Ss
3. Consolidation (2 minutes)	m c
- Ask Ss: What have you learnt today? What can you do now?	T <> Ss
- Summarize the main points of the lesson.	
4. Homework (1 minute)	T. 4 : C-
- Ask Ss to learn by heart the words or phrases related to life stories Prepare	T <> Ss

Trang

E. Evaluation:

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LESSON 2. LANGUAGE

## A. Aims and Objectives:

- **1. Language focus:** To provide learners some language items in Unit 1
  - For vocabulary, that is words and phrases related to *people's life stories*
  - For pronunciation, that is homophones in connected speech
  - For grammar, the use of the past simple vs. the past continuous and use of articles
- **2. Skills:** To promote Ss to develop the skill of working in pairs and groups
- **3. Attitudes:** To encourage Ss to work harder, to provide Ss some motivation
- **B. Preparations:** Teacher: Handouts, textbook, pieces of papers, lesson plan and cassette.
  - Students: Textbook
- **C. Methods:** The whole lesson: Integrated, mainly communicative.
- **D. Procedures:**

Activities	Interactions
1. Homework (3 minutes)	
Tell about the person you admire.	T <> Ss
What's his / her name? What does he / she do? What is he / she famous for?	
Does he / she inspire you to do anything? What is it?	
2. New lesson	
A. Vocabulary: (8 minutes)	
Activity 1: Write the words given next to their meanings.	Individually
- T asks Ss to match the words with their meanings	
- Ss read the words and their definitions in the box and then do the matching.	
- Ss give the Vietnamese meanings of these words and then practise	
pronouncing them.	
- T checks answers as a class.	
<b>Feedback:</b> 1. Figure: hình ảnh 2. Talented: có tài	
3. distinguished: lỗi lạc, xuất chúng 4. Achievement: thành tích	
5. respectable: đáng kính trọng 6. perseverance: tính kiên trì	
6. generosity: lòng bao dung	
Activity 2: Complete the sentences with the correct forms of the words in	
1.	
- T asks Ss to pay attention to the grammar when using the words in 1. When	
using a noun, Ss need to consider its suitable form (singular or plural).	
- T has Ss complete the sentences individually, and then compare their	
answers in pairs.	
- Ss complete the sentences with the correct forms of the words in 1. Then	Pair work
compare their answers in pairs.	
- T checks answers as a class.	
Feedback: 1. distinguished 2. talented 3. achievements	
4. respectable 5. generosity	T <> Ss
2. Pronunciation: Homophones (10 minutes)	1 <> 28
Activity 1: Listen to pairs of sentences. Write the correct words in the	
gaps T asks Ss to study the <i>Do you know?</i> box and practise saying the pairs of	
homophones using the correct pronunciation; tells Ss that they are going to	
monophones using the correct pronunciation; tens as that they are going to	

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listen to the recording and write the words they hear in the blanks; asks Ss to read the two sentences a and b carefully, and decide on the part of speech of the missing words.

- T checks answers as a class.

Individually/

- Ss study the *Do you know...?* Box; listen to the recording and write the words they hear in the blanks; Ss work in pairs, discuss the meaning of each word Pair work and choose the correct one for each sentence.

#### Feedback:

2. a. allowed	b. aloud	5. a. here	b. hear
3. a. write	b. right	6. a. been	b. bean

b. knew 4. a. new

### Activity 2: Listen and repeat the sentences in 1.

- T plays the recording again and has Ss repeat each sentence chorally; asks Ss to read the sentences in pairs.

## 2. Grammar: The Past Simple vs. the Past Continuous

#### **Activity 1:** *Underline the correct word* (8 minutes)

T <--> Ss

- T has Ss review the use of the past simple and the past continuous; asks Ss to look at the Remember box and draws their attention to the examples and asks them guiding questions: In the first example, which verb indicates an action in progress? Which verb indicates a shorter action that interrupts it? What kind of action does the second example indicate? Why is the adverb "always" used?
- Ss listen to the tape again and repeat the sentences chorally.
- Ss read the sentences in pairs.

#### Feedback:

1. went, was having	2. met, was traveling
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3. was working, was, were 4. shared, was always taking 5. called, was doing, did not hear 6. was constantly asking, was

7. requested, was composing 8. joined, was then leading

### Definite articles and omission of articles

Pair work

# Activity 2: Complete THE gaps with the where necessary. If an article is *not necessary, write a cross (\*).* (6 minutes)

- T asks Ss to study the *Do you know...?* box and draw their attention to the special cases (use of the and omission of articles).
- T asks Ss to complete the gaps with the or a cross (x) if an article is not Individual necessary.
- T has Ss compare their answers with a partner.
- Ss look at the *Remember* box and pay attention to the examples.
- Ss read each sentence carefully and decide which action is in progress and which one is a shorter action that interrupts it.
- Ss complete the sentences.

#### Feedback:

Ss <--> Ss

1. the	3. x, x	5. the, ×, the	7. ×, the, ×
2. the, the	4. ×	6. the, ×, ×, the, the	8. the, ×

### **Indefinite articles**

## Activity 3: Complete the gaps with A, AN or a cross (\*) if an article is not necessary.

- T asks Ss to study *Do you know...?* box.

- Ss study the *Do you know...?* box. *DO YOU KNOW...?* 

The definite article THE is generally used before a singular or plural noun when we talk about a specific thing or action.

Examples: The dog that bit me ran away.

> like the films

They

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